

## Weight Training 3 (1501360) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised 2013

**This project was developed as part of the Florida Department of Education's Race to the Top Initiative.**

As a statewide initiative, teachers from districts throughout the state contributed to the development of these materials.

The following districts worked in partnership with HCPS to contribute to the success of the project:

DeSoto  
Duval  
Escambia  
Hendry  
Lake  
Leon  
Manatee  
Polk  
Osceola  
St. Lucie

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**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Subject Area:** CCSS: English Language Arts

**Strand:** Standards for Speaking and Listening

**Cluster:** Comprehension and Collaboration

**Standard:** LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should address weight training related activities and topics. Discussions may include selection of appropriate ideas/behaviors or an exchange of ideas. Topics should be relevant and appropriate for students in grades 9-12.

### Stimulus Attributes:

Stimulus may include scenarios related to weight training or discussions that might occur while participating in weight training.

Stimulus may include scenarios including a diverse group of participants.

### Response Attributes:

Responses should include statements related to weight training by at least one participant in the discussion.

Responses should not be racially/ethnically or gender offensive. Responses should reflect good communication skills.

### Sample Item:

Task: In weight training, a controversial topic is athlete's use of performance enhancing drugs. Some people believe that taking these drugs is against the rules and gives athletes an unfair advantage. People on the other side of the debate say that it is hypocritical for society to encourage use of other drugs to treat various ailments, but to not allow drugs to improve performance. In a small group, participate in a discussion about the use of performance enhancing drugs in weight training. Should they be banned? Why or why not?

In a diverse small group, utilize appropriate communication skills, by clearly and persuasively communicating your ideas. Build on other's ideas as appropriate.

Rubric:

**4 Points**

Student demonstrates a thorough understanding of appropriate communication skills in a group discussion. Student displays active listening skills and is engaged throughout the conversation. The student uses appropriate nonverbal communication skills to convey engagement. The student's participation is balanced, and the student does not monopolize the conversation. Student waits for one's turn, clearly expresses his/her opinions with supporting evidence, and uses "I statements." Student's participation is effective and persuasive.

**3 Points**

Student demonstrates an understanding of appropriate communication skills in a group discussion. Student demonstrates some active listening skills and is engaged through most of the conversation. The student uses mostly appropriate nonverbal communication skills to convey engagement. The student's participation is balanced for the most part, and the student does not monopolize the conversation. In most cases, student waits for one's turn, expresses his/her opinions, and uses "I statements." Student's participation is mostly effective and persuasive.

**2 Points**

Student demonstrates a partial understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and is engaged at only certain parts of the conversation. The student uses few appropriate nonverbal communication skills to convey engagement, or uses some inappropriate nonverbal communication skills. Student sometimes monopolizes the conversation or conversely, participates sporadically. Student may interrupt others occasionally. Student expresses his/her opinions with some clarity. Student's participation is somewhat effective and persuasive.

**1 Point**

Student demonstrates little or no understanding of appropriate communication skills in a group discussion. Student displays few active listening skills and lacks engagement throughout the conversation. The student does not demonstrate understanding of appropriate nonverbal communication skills, or frequently uses inappropriate nonverbal communication skills. Student monopolizes the conversation or conversely, participates sporadically, if at all. Student may interrupt others when speaking, and ideas may or may not be clearly expressed. Student's participation is minimally effective and persuasive.

**0 Points**

The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Subject Area:** CCSS: Mathematics

**Domain:** Interpreting Categorical & Quantitative Data

**Cluster:** Summarize, represent, and interpret data on a single count or measurement variable.

**Standard:** MACC.912.S.ID.1.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Statistics should be limited to mean, median, interquartile range or standard deviation in weight training.

**Stimulus Attributes:**

Stimulus should include basic statistics as applied to weight training.

Stimulus may include graphs, tables, charts or diagrams presenting weight training related data.

Stimulus may require the computation of basic statistics.

**Response Attributes:**

Responses should include interpretations of mean, median, interquartile range or standard deviation as related to weight training.

Responses may include comparisons of data sets.

**Sample Item:**

Rob and Angela have been weight training for the past ten days, increasing the amount of weight lifted each day. They record their data and notice that Rob's average weight lifted was 110 pounds, with a standard deviation of 22 pounds. Angela's average weight lifted was 140 pounds with a standard deviation of 5 pounds.

Based on this information, which statement **MUST** be true about the amount of weight they lifted?

- A. Rob's maximum lift was less than Angela's.
- B. Angela's interquartile range is larger than Rob's.
- \* C. Rob's average is smaller, and his daily average increases are larger than Angela's.
- D. Angela's average is larger, and her daily average increases are larger than Rob's.

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**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.7 Evaluate the effectiveness of specific warm-up and cool-down activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Limit content to warm-up and cool-down specific activities used in weight training.

### Stimulus Attributes:

Stimulus may include scenarios that include specific warm-up and cool-down activities for weight training.

Stimulus may include scenarios that include situations in which a warm-up or cool-down is appropriate in weight training.

Stimulus question may evaluate the effectiveness of specific warm-up and cool down activities in weight training.

### Response Attributes:

Responses may include warm-up or cool-down techniques in weight training.

Responses may include evaluations of warm-up or cool-down techniques in weight training.

### Sample Item:

Before Johnny begins his weight routine, his resting heart rate was at 70 Beats Per Minute (BPM). After doing a dynamic warm-up, his heart rate was at 105 BPM. Evaluate the effectiveness of Johnny's warm up. How effective was his dynamic warm-up?

- A. not effective
- B. slightly effective
- C. moderately effective
- \* D. very effective

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**Course Name:** Weight Training 3

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## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.17 Assess physiological effects of exercise during and after physical activity.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to the physiology of the human body while exercising begins and concludes in weight training.

**Stimulus Attributes:**

Stimulus may include scenarios that include physical activities or exercises that relate to weight training.

Stimulus may require assessment of physiological effects of exercise during and after weight training.

Stimulus may inquire as to methods of assessing physiological changes in weight training.

**Response Attributes:**

Responses may include assessments of physiological responses in weight training.

Responses may include methods for assessing physiological changes in weight training.

**Sample Item:**

Which is **NOT** a sign of increased physical intensity?

- A. heavy breathing
- B. perspiration
- C. increased heart rate
- \* D. increased endurance

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## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.22 Explain the skill related components of fitness and how they enhance performance levels.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address skill components as they relate to weight training. Skill components may include balance, reaction time, agility, coordination, power, and speed. Explanations may include written expression of ideas or selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may address the identification of skill-related components of physical fitness within weight training activities.

Stimulus may describe skill related components such as balance, reaction time, agility, coordination, power and/or speed.

Stimulus may include an image or video clip.

Stimulus may include data, charts, tables, or graphs.

### Response Attributes:

Responses should include skill-related components within weight training.

Responses may describe the relationship between skill components and performance levels.

### Sample Item:

Which related component of physical fitness combines strength and speed when performing plyometric activities?

- \* A. power
- B. agility
- C. balance
- D. coordination

Sample Item 2:

Stimulus: Josiah enjoys weight training. He practices various lifts to increase his strength, including the clean and press. In order for him to improve, he wants to work on various skills related to balance, reaction time, agility, coordination, power, and speed. Select three skill-related components and explain ways that these components could enhance Josiah's performance of the clean and press.

Rubric:

- 4 Points** Three skill related components were addressed and explained comprehensively. Explanations are accurate and make a clear connection to enhancing Josiah's performance of the clean and press.
- 3 Points** Two skill related components were addressed and explained comprehensively. Explanations are mostly accurate, and they connect to enhancing Josiah's performance of the clean and press.
- 2 Points** One skill related components were addressed and explained comprehensively. Explanation is somewhat accurate and connected to enhancing Josiah's performance of the clean and press.
- 1 Point** Skill related component were addressed but failed to explain the components and included many inaccuracies. Response is minimal and vague.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response, Performance Task

**Content Limits:** Items should address weight training related activities.

### Stimulus Attributes:

Stimulus may include a variety of technical devices that can evaluate weight training performance.

Stimulus may include graphs, charts, tables, and diagrams to present data.

Stimulus should not require the computation of data as it relates to weight training.

Stimulus may include the comparison of performance data in weight training.

Stimulus may include scenarios that can be used to describe settings in which technology may be used in weight training.

### Response Attributes:

Responses should not include computations as they relate to weight training.

Responses may include data interpretations.

Responses may include technical devices commonly used in weight training.

### Sample Item:

Task: Select one of the following options and demonstrate how you might use this tool to monitor your weight training progress. While demonstrating the use of the technology, orally explain your actions.

Option A: Heart Rate Monitor

Option B: BMI Calculator

Option C: Online Fitness Journal

Explain how to analyze the data to evaluate, monitor, and/or improve your performance.

Rubric:

- 4 Points** Student response shows a thorough understanding of how the selected technology can be applied to evaluate, monitor, and/or improve performance. The student clearly and accurately demonstrates the use of the technology, and effectively explains how he/she is using the technology. The student accurately explains how to analyze the data to evaluate, monitor, and/or improve his/her performance.
- 3 Points** Student response shows understanding of how the selected technology can be applied to evaluate, monitor, and/or improve performance. The student demonstrates use of the technology, but needs a little coaching from the teacher. The student explains how he/she is using the technology, but the student may neglect to explain a few actions he/she takes. The student accurately describes a process for how one might analyze the data to evaluate, monitor and/or improve one's performance.
- 2 Points** Student response shows a partial understanding of how the selected technology can be applied to evaluate, monitor, and/or improve performance. The student demonstrates use of the technology with some coaching from the teacher. The student, with partial accuracy, describes a process for how one might analyze the data to evaluate, monitor and/or improve one's performance.
- 1 Point** Student response shows little or no understanding of how the selected technology can be applied to evaluate, monitor, and/or improve performance. The student demonstrates use of technology with a lot of support and coaching from the teacher. The student may not accurately describe a process for how one might analyze the data to evaluate, monitor and/or improve one's performance. Response may be minimal and vague.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.24 Analyze the mechanical principles as they apply to specific course activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to mechanical principles used to understand weight training mechanics.

**Stimulus Attributes:**

Stimulus may include scenarios that include specific exercises common to the weight room.

Stimulus may include scenarios that analyze the mechanical principles as they apply to specific exercises in the weight room.

Stimulus may require knowledge of weight training by applying force and resistance during a workout.

**Response Attributes:**

Responses may include analysis of the mechanical principles as they apply to specific exercises in weight training.

**Sample Item:**

Tim is bench pressing 100 pounds, and having difficulty with completing several repetitions. How should Tim work with gravity during this workout?

- \* A. Tim should apply force on his lift and slowly apply resistance when he comes down.
- B. Tim should apply resistance on his lift and slowly apply force when he comes down.
- C. Tim should slowly apply resistance on his lift and apply resistance when he comes down.
- D. Tim should apply force on his lift and slowly apply force when he comes down.

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**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address safety in a weight training context.

**Stimulus Attributes:**

Stimulus may include scenarios that relate to various risks that can occur in the weight room and in specific weight training lifts.

Stimulus may include scenarios that include safety procedures of various spotting techniques, general weight room rules, and equipment used in specific weight training lifts.

Stimulus may include applications of safety rules in the weight room.

Stimulus may include a diagram of safety procedures that occur in weight training.

**Response Attributes:**

Responses may include universal weight training safety rules and correct use of equipment.

Responses may include outcomes of safety violations in the weight room.

Responses may include outcomes of lifting techniques in weight training.

**Sample Item:**

Stimulus: John shows his friend the sequence for starting a bench press. First, he chalks his hands. Second, he puts on a belt. Third, he adds weights. Write one to two paragraphs analyzing and evaluating John's demonstration of the sequence for starting a bench press. In your evaluation, identify correct actions, incorrect actions, and suggestions for how to fix his errors.

Rubric:

- 4 Points** The student response is a thorough analysis and evaluation of John's demonstration of the sequence for starting a bench press. The response is detailed, including many relevant details. The response identifies correct actions, incorrect actions, and suggestions for fixing the errors.
- 3 Points** The student response is an analysis and evaluation of John's demonstration of the sequence for starting a bench press. The response includes some details. The response may identify two of the following: a correct action, and incorrect action, and suggestions for improvement. The response may have a few inaccuracies.
- 2 Points** The student response is a partial analysis and evaluation of John's demonstration of the sequence for starting a bench press. The response includes few details and some inaccuracies. The response includes one of the following: correct actions, incorrect actions, or suggestions for improvement.
- 1 Point** The student response is a weak analysis and evaluation of John's demonstration of the sequence for starting a bench press. The response is minimal and incomplete. It shows little or no evidence of understanding.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Cognitive Abilities

**Standard:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, strategies/tactics regarding movement performance in a variety of physical activities.

**Benchmark:** PE.912.C.2.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors associated with specific course activities.

**Depth of Knowledge:** Moderate Complexity, High Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address correcting errors in various weight training lifts including, but not limited to press, curl, squat, raise and lift.

### Stimulus Attributes:

Stimulus may include scenarios that include evaluating specific weight training movements performed by self and others.

Stimulus may include scenarios that include the detection and correction of mechanical errors in weight training movements.

Stimulus may include diagrams of weight training methods.

Stimulus may include graphics, images or video clips.

### Response Attributes:

Responses should include weight training movements.

Responses may include evaluations of skill patterns.

Responses may include identifications of errors.

Responses may include recommendations or suggestions on way to correct errors.

### Sample Item:

Carla is performing a bench press. Her hands are placed shoulder width apart and feet flat on the floor. Upon lifting, Carla brings the bar down to a 90 degree angle while inhaling and pushes the bar up while exhaling. Her back lifts up to help push the bar. Evaluate Carla's bench press. What is the mechanical error in Carla's lift?

- A. She brings the bar down to a 90 degree angle.
- B. Her hands are shoulder width apart.
- \* C. Her back lifts on the way up.
- D. She is breathing out while pushing up.

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**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.3.2 Participate in a variety of activities that promote the health-related components of fitness.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should address the benefits of weight training on fitness, strength, endurance, flexibility and body composition.

### Stimulus Attributes:

Stimulus may include demonstrating weight training activities that promote fitness, strength, endurance, flexibility and body composition.

Stimulus may include a comparison of weight training activities.

Stimulus may include scenarios that include examples of different weight training activities or benefits.

### Response Attributes:

Responses may include weight training activities or benefits of specific activities in the weight room.

### Sample Item:

Stimulus: In two to three paragraphs, describe weight training activities that help build muscular strength. Compare these activities with those that help develop muscular endurance. Explain how activities for building muscular strength differ from activities that help build muscular endurance.

Rubric:

- 4 Points** Response shows thorough understanding of weight training activities that build muscular strength and activities that help build muscular endurance. The response accurately describes how the two activities differ and provides examples of each kind of activity.
- 3 Points** Response shows understanding of weight training activities that build muscular strength and activities that help build muscular endurance. The response accurately describes how the two activities differ and provides a few examples of each kind of activity.
- 2 Points** Response shows partial understanding of weight training activities that build muscular strength and activities that help build muscular endurance. The response somewhat accurately describes how the two activities differ and provides minimal examples of each kind of activity.
- 1 Point** Response shows little or no understanding of weight training activities that build muscular strength and activities that help build muscular endurance. The response inaccurately describes the activities and how they differ.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.3.3 Identify a variety of activities that promote effective stress management.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to stress management activities as they apply to weight training.

### **Stimulus Attributes:**

Stimulus may address the effect that weight training has on human emotion and hormonal release.

Stimulus may include scenarios that include a variety of weight training activities or a variety of responses in weight training.

Stimulus may include charts or graphs.

Stimulus may compare the stress management benefits of various weight training activities.

### **Response Attributes:**

Responses may include weight training activities.

Responses may include benefits of weight training.

Responses may include applicable vocabulary to stress management and exercise.

### **Sample Item:**

Stimulus: Create a list of five weight training activities that you can participate in that help to relieve stress. At the end of your list, select one that you think is the **BEST** for you. In a paragraph, explain why you selected it.

Rubric:

- 4 Points** Student creates an accurate list of five weight training activities that help relieve stress. Student selects one activity that he/she thinks is the best for themselves. Student provides a thorough explanation as to why this is the best choice. Student supports his/her opinion with relevant details and examples.
- 3 Points** Student creates an accurate list of four weight training activities that help relieve stress. Student selects one activity that he/she this is the best for themselves. Student provides an explanation as to why this is the best choice. Student supports his/her opinion with some details and examples.
- 2 Points** Student creates an accurate list of three weight training activities that help relieve stress. Student selects one activity that he/she thinks is the best for themselves. Student provides a partial explanation as to why this is the best choice. Student supports his/her opinion with few details and examples.
- 1 Point** Student creates an accurate list of two or fewer weight training activities that relieve stress. Student selects one activity that he/she thinks is the best for themselves. Student provides a weak explanation as to why this is the best choice. Student response is not supported by details and examples.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.3.6 Identify risks and safety factors that may affect physical activity throughout life.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items may include, but should not be limited to weight training related activities and how they apply to different age groups.

**Stimulus Attributes:**

Stimulus may include scenarios that include various risks and safety factors associated with weight training that may affect physical activity throughout life.

Stimulus may include scenarios that include graphs, charts, and diagrams.

**Response Attributes:**

Responses may include risks and safety factors of specific weight training activities.

Responses may include lifelong risks associated with weight training.

**Sample Item:**

Stimulus: Casey does a lot of weight training. When he picks up heavy weights off the floor, his legs are usually straight, and he uses his back to help pick up the weight. Explain the potential short and long term consequences of using this technique to move weights off the floor.

Rubric:

- 4 Points** Response provides a thorough analysis of the potential short term and long term risks of lifting weights off the floor using Casey's technique. Response describes accurate consequences with relevant details and examples to support the explanation.
- 3 Points** Response provides an analysis of the potential short term and long term risks of lifting weights off the floor using Casey's technique. Response describes several accurate consequences with some details and examples to support the explanation
- 2 Points** Response provides a partial analysis of the potential short term and long term risks of lifting weights off the floor using Casey's technique. Response describes a few accurate consequences with limited details and examples to support the explanation.
- 1 Point** Response provides a weak analysis of the potential short term and long term risks of lifting weights off the floor using Casey's technique. Response inaccurately describes consequences with few or no details and examples to support the explanation.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

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## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.2 Identify ways to self-assess and modify a personal fitness program.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to self assessment and modifications of a personal fitness program which includes weight training.

### **Stimulus Attributes:**

Stimulus may include a scenario related to self assessment and modification of a weight training program.

Stimulus may modify a current weight training program.

Stimulus may include charts, graphs and data.

### **Response Attributes:**

Responses may include examples of self-assessment activities for weight training.

Responses may include modifying a personal weight training program.

Responses may include charts, graphs and data.

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**Course Name:** Weight Training 3

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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.4 Use available technology to assess, design, and evaluate a personal fitness program.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address assessing and designing weight training plans and any technology used to enhance those plans. Items may include selection of proper resources, including technology. Items may require assessment, design and evaluation of plans, which can be done through the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include a variety of technology devices including low and high technology.

Stimulus should be related to weight training plans.

Stimulus may include computation.

Stimulus may include charts, graphs or diagrams.

Stimulus may include an activity plan.

### Response Attributes:

Responses may include interpretations of charts or diagrams as they relate to weight training.

Responses may include student generated responses to a weight training scenario.

Responses may include the selection of alternative weight training activities or plans.

Responses may include outcomes of weight training plans.

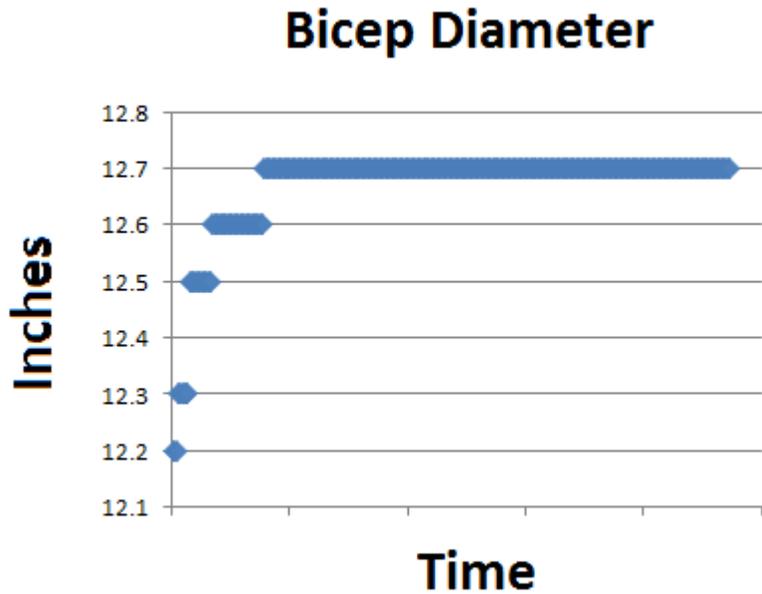
Responses may include uses of technology to assess weight training plans.

Responses may include an activity plan.

Responses may include an assessment or evaluation of an activity plan.

### Sample Item:

Pedro had a goal to increase the size of his biceps, so he incorporated a weight training routine into his physical activity plan. For four months, he did the same weight training routine, three days a week. Each week, he measured his biceps and recorded his measurement in a spreadsheet. He used the spreadsheet creation software to generate a chart of his bicep diameter over time. Use the chart to evaluate Pedro's current physical activity plan. What would you suggest that he do to continue to increase his biceps?



- A. Continue lifting at this rate, because he has made improvements over time.
- B. Decrease the frequency of lifting, because his muscles don't have recovery time.
- C. Reduce the weight and increase frequency because this helps to build muscle mass.
- \* D. Increase the weight and maintain frequency because he needs to overload his muscles.

**Course Name:** Weight Training 3

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## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Benchmark:** PE.912.L.4.5 Apply the principles of training to personal fitness goals.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address the principals of training and how they apply to personal weight training goals. Items should reflect deep understanding of the principles of training and conditioning.

### Stimulus Attributes:

Stimulus may include scenarios that include the principles of training and how they are applied within a personal goal in a weight training program.

Stimulus may include scenarios that compare the principles of weight training.

Stimulus may include scenarios that address the benefits of each weight training principle.

Stimulus may include graphs and charts.

### Response Attributes:

Responses may include principles of weight training.

Responses may include non-examples of weight training principles.

Responses may include how the principles apply to personal weight training goals.

Responses may include how an individual can apply the weight training principles to achieve a goal.

### Sample Item:

Stimulus: Dawson really likes to weight train, so he lifts weights daily. He has not seen progress in his training, and his friend suggests he examines his weight training routine to see that it applies the FITT principles of training. Explain in a paragraph how Dawson might apply the FITT principles of training to help him meet his weight training goals. Give an example of a weight training schedule for one week that applies the FITT principles.

Rubric:

- 4 Points** Student response shows thorough understanding of the FITT principles of training. Student provides specific details and examples of how the FITT principles should be applied to help Dawson meet his weight training goals. Response provides an accurate example of a week of training that applies the FITT principles.
- 3 Points** Student response shows understanding of the FITT principles of training. Student provides some details and examples of how the FITT principles of training should be applied to help Dawson meet his weight training goals. Response provides an accurate example of a week of training that applies the FITT principles.
- 2 Points** Student response shows partial understanding of the principle of recovery. Student provides limited details and examples of how the FITT principles of training should be applied to help Dawson meet his weight training goals. Response does not provide an accurate example of a week of training that applies the FITT principles.
- 1 Point** Student response shows little or no understanding of the FITT principles of training. Response includes many inaccuracies and no details and examples.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.5 Apply strategies for self-improvement based on individual strengths and needs.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should address weight training related activities.

### Stimulus Attributes:

Stimulus may include scenarios that include specific weight training strategies that will improve various fitness needs of the individual.

Stimulus may include scenarios that may compare the benefits of weight training strategies, and individual fitness needs and strengths.

Stimulus may use graphs or charts.

Stimulus may address how strategies address specific fitness needs in weight training.

### Response Attributes:

Responses may include various strategies for improvement that can be applied to weight training.

Responses may include outcomes of weight training strategies.

Responses may be fitness needs that relate to weight training.

### Sample Item:

Terry has learned that his right leg is weaker than his left leg. What could he do to balance his leg strength?

- A. Stop training his left leg until his right leg is equal in strength.
- \* B. Do extra repetitions or sets of exercises on his right leg.
- C. Continue to train the way he has, but add in running for balance.
- D. Consciously use his right leg more often than his left leg.

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**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.12 Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items should include but not be limited to the fitness components of muscular strength and endurance and the various equipment used in basic weight training. Content should reflect movements and equipment used in Weight Training 3. Items may require a description of complex movements and equipment or the performance of complex movements.

### Stimulus Attributes:

Stimulus may include scenarios that include specific weight training exercises that will improve or maintain the health-related components of fitness in terms of muscular strength and endurance.

Stimulus may include various weight training equipment or techniques

Stimulus may include diagrams.

Stimulus may compare techniques or equipment in relation to strength and endurance outcomes in weight training.

### Response Attributes:

Responses may include the health-related components of fitness in weight training.

Responses may include exercises or techniques related to question stimulus.

Responses may include muscular strength or endurance outcomes in weight training.

### Sample Item:

Task: Demonstrate three complex triceps exercises using a variety of equipment, which will lead to improved muscular endurance.

Rubric:

- 4 Points** Student shows thorough understanding of three complex triceps exercises. The student does three different exercises, using a variety of equipment. The exercises selected include complex movements. The student's demonstration of the exercise includes the appropriate number of sets, repetitions, and weight that will lead to improved muscular endurance.
- 3 Points** Student shows an understanding of three complex triceps exercises. The student does three exercises, using a variety of equipment. The exercises selected include complex movements. However, the student's demonstration may include an inappropriate amount of weight, sets, or repetitions.
- 2 Points** Student shows partial understanding of complex triceps exercises. The student demonstrates only two complex triceps exercises using multiple pieces of equipment. The student may use an inappropriate amount of weight, include too few repetitions, or neglect doing multiple sets.
- 1 Point** Student shows little or no understanding of complex triceps exercises. The student demonstrates one exercise. The exercise may not include complex movements. The student may not use the appropriate amount of weight, include too few repetitions, and only does one set.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.

**Depth of Knowledge:** Moderate Complexity

**Item types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address various basic strength building movements specific to each of the nine large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrating a knowledge of intermediate level progression and or workout design.

### Stimulus Attributes:

Stimulus may include scenarios that include individual needs or strengths in weight training.

Stimulus may include scenarios that include classifying principles of training, or aspects of the principle of training to meet weight training goals.

Stimulus may include choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency.

### Response Attributes:

Responses may include principles of weight training

Responses may include aspects of weight training principles.

### Sample Item:

Jason wants to increase his muscle strength this summer. How can he apply the principle of progression to help him meet his goals?

- A. perform the lifts at his one rep max each time he works out
- \* B. gradually increase the weight and give himself rest days between hard workouts
- C. lift heavy weights every day, since it is summer and he has more time
- D. start really light, and each week add a little bit more weight to his routine

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**Course Name:** Weight Training 3  
**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.19 Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.

**Depth of Knowledge:** Low Complexity

**Item types:** Performance Task

**Content Limits:** Items may address various basic strength building movements' specific to each of nine large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrate knowledge of intermediate level training. Choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency are all to be considered. Additionally, an understanding of dynamic, ballistic movement and body posture are essential in weight training. Items should address technical weight training movements and techniques/body alignment, strength/flexibility and coordination needed to perform the movements. Items may require a demonstration of technical movements or selection of appropriate behaviors.

### Stimulus Attributes:

Stimulus may include scenarios that include target muscle groups or specific exercises.

Stimulus may require an explanation or analysis of the starting and ending position of a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.

Stimulus may require explanation or analysis of dynamic, ballistic movement and body posture during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.

Stimulus may identify specific movements, or body postures performed during a weight training exercise.

### Response Attributes:

Responses may be a description of movements used when adducting and abducting during weight training.

Responses may be dynamics, ballistic movements or body postures during a specific exercise as it pertains to the desired outcome or targeted muscle group being trained.

### Sample Item:

Task: Select a weight training exercise to increase the strength of your deltoids. Demonstrate one set of the exercise, using correct body alignment, strength, flexibility, and coordination.

Rubric:

**4 Points** The student demonstrates thorough understanding of a weight training exercise to increase deltoid strength. The student selects an appropriate exercise and uses correct body alignment, strength, flexibility, and coordination in the performance of the exercise. The student uses appropriate resistance, rest intervals, and repetition velocity.

**3 Points** The student demonstrates an understanding of a weight training exercise to increase deltoid strength. The student selects an appropriate exercise and uses correct body alignment, strength, flexibility, and coordination in the performance of the exercise. However, the student may not use the appropriate resistance, rest intervals, or repetition velocity.

**2 Points** The student demonstrates a partial understanding of a weight training exercise to increase deltoid strength. The student selects an appropriate exercise but uses incorrect body alignment, strength, flexibility and coordination in the performance of the exercise. The student may not use the appropriate resistance, rest intervals, or repetition velocity.

**1 Point** The student demonstrates little or no understanding of a weight training exercise to increase deltoid strength. The student fails to select an appropriate exercise.

**0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3  
**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.30 Combine and apply movement patterns from simple to complex.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address strength or endurance building movements specific to the large muscle groups, demonstrating a knowledge of intermediate level training. Choice of exercise, order of exercise, resistance used, and velocity are all to be considered. Understanding of dynamic, ballistic movement and body posture are essential. Patterns considered range from easy to perform to progressively more difficult in weight training. Example: wall pushups (simple) to knees down push up, to regular pushups to TRX pushups while suspended (difficult), or body weight squats (simple) to single leg squats (difficult). Other movement patterns include: flies, curl, hamstring curl, heel raiser, knee push-ups, leg extension, negative pull-up, lateral raise, posterior raise, front raise, pull up, reverse curl, wrist curl, reverse wrist curl, triceps extension, triceps overhead extension, dip, up-right row, seated row, bent over row, lateral pull, shoulder shrug, chest press, squat, leg press, leg extension, two-arm press, side leg lifts and single arm concentration curl.

### Stimulus Responses:

Stimulus may require explanation or analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.

Stimulus may require explanation of muscle movement (eccentric, concentric, isometric, and passive) during a specific activity or exercise.

Stimulus may include dynamic, ballistic movement, and body posture.

Stimulus may include but is not limited to: flies, curl, hamstring curl, heel raises, knee push-ups, leg extension, negative pull-up, lateral raise, posterior raise, front raise, pull up, reverse curl, wrist curl, reverse wrist curl, triceps extension, triceps overhead extension, dip, up-right row, seated row, bent over row, lateral pull, shoulder shrug, chest press, squat, leg press, leg extension, two-arm press, side leg lifts and single arm concentration curl.

### Response Attributes:

Responses may include muscle movements in weight training.

Responses may include explanations or an analysis of the level of effort required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.

### Sample Item:

Stimulus: In several paragraphs, describe a simple and complex version of a strength training exercise that combines a biceps exercise and a quadriceps exercise. In your response, include examples of when these exercises would be applied.

Rubric:

- 4 Points** Response accurately describes a simple and complex exercise that combines a biceps exercise and a quadriceps exercise. The response includes accurate examples of applications of these exercises.
- 3 Points** Response accurately describes either a simple or a complex exercise that combines a biceps exercise and a quadriceps exercise. Exercise is described clearly. The response includes an accurate example of an application of the exercise.
- 2 Points** Response describes a simple and complex exercise that only addresses one of the muscle groups. The response may not include an accurate example of an application of the exercise.
- 1 Point** Response does not accurately describe either a simple or complex exercise that combines a biceps exercise and a quadriceps exercise. The response may not include an accurate example of an application of the exercise.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3  
**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.33 Practice complex motor activities in order to improve performance.

**Depth of Knowledge:** Moderate Complexity

**Item types:** Multiple Choice, Performance Task

**Content Limits:** Items should include sequential knowledge of intermediate level resistance training. Items may require performance or selection of complex motor activities utilized in weight training. Choices of exercise, order of exercise, cardiovascular activity, and flexibility should also to be considered. Items may require the selection of appropriate practices/behaviors or demonstrations of appropriate practices/behaviors.

### Stimulus Attributes:

Stimulus may require an explanation of interval training required to perform simple to more complex movement patterns as they pertain to training a targeted muscle group.  
Stimulus may require performance of complex motor activities or artifacts such as exercise logs detailing practice of complex motor activities to improve performance.

### Response Attributes:

Responses may be recorded artifacts of complex motor activities that relate to weight training.  
Responses may be explanations of complex motor activities and their relation to improved performance in weight training.  
Responses may be demonstrations of complex motor activities.

### Sample Item:

Task: Practice complex motor activities in your weight training practice and keep a weekly log of your practice. Include the FITT model to monitor changes in performance. Explain particular complex motor activities you are focusing on in order to improve performance.

Rubric:

- 4 Points** Student response shows consistent practice of complex motor activities related to weight training. The log reflects thorough understanding of the FITT model. For each entry, student explains the focus of each workout in order to improve performance.
- 3 Points** Student response shows mostly consistent practice of complex motor activities related to weight training. The log reflects understanding of the FITT model. For most entries, student explains the focus of each workout in order to improve performance.
- 2 Points** Student response shows some practice of complex motor activities related to weight training, but practice is irregular. Log reflects partial understanding of the FITT model. Student may not explain the focus of each workout in order to improve performance.
- 1 Point** Student response shows little or no practice of complex motor activities. The student rarely practices complex motor activities related to weight training. The student shows little or no understanding of the FITT model and the focus of each workout is unclear.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3  
**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should include sequential knowledge of intermediate level resistance training, proper form, and safety protocols as they relate to weight training. A demonstration may include the selection of appropriate behaviors or demonstrations of appropriate behavior.

### **Stimulus Attributes:**

Stimulus may require the explanation of proper form, resistance, or safety required to perform simple to more complex movement patterns as they pertain to a targeted muscle group being trained.

Stimulus may require identifying the weight training exercise that match a set of complex movements.

### **Response Attributes:**

Responses may include explanations or performance of movement patterns and/or mechanical principles for specific weight training exercises.

Responses may include explanations of resistance for specific weight training exercises.

Responses may include explanations of safety for specific weight training exercises.

Responses may include weight training exercises.

Responses may include images, graphics, or video clips.

### **Sample Item:**

Task: Demonstrate a set of ten leg curls, applying proper body mechanics, including form and resistance.

Rubric:

- 4 Points** Student does an exemplary job performing the set of leg curls. Student consistently and accurately does each of the following: 1) selects appropriate machine, 2) sets pad to proper leg length, 3) performs in a full range of motion (heels to butt), 4) exhales while bringing the weights up, and inhales while lowering the weight in a controlled manner.
- 3 Points** Student does a good job performing the set of leg curls. Student consistently and accurately does three of the following: 1) selects appropriate machine, 2) sets pad to proper leg length, 3) performs in a full range of motion (heels to butt), 4) exhales while bringing the weights up, and inhales while lowering the weight in a controlled manner.
- 2 Points** Student does a satisfactory job performing the set of leg curls. Student consistently and accurately does two of the following: 1) selects appropriate machine, 2) sets pad to proper leg length, 3) performs in a full range of motion (heels to butt), 4) exhales while bringing the weights up, and inhales while lowering the weight in a controlled manner.
- 1 Point** Student does not accurately complete a set of leg curls. Student selects the incorrect equipment. Student may only do one of the following: 1) selects appropriate machine, 2) sets pad to proper leg length, 3) performs in a full range of motion (heels to butt), 4) exhales while bringing the weights up, and inhales while lowering the weight in a controlled manner.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Movement Competency

**Standard:** Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

**Benchmark:** PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items may include matching resistance training choices with proper muscle groups. Items may include matching exercise names with descriptions or performance of exercise and equipment. Items may address proper safety procedures in the weight room. Items may include selection of appropriate equipment or application of safety procedures. Items may include performance of appropriate safety procedures.

### Stimulus Attributes:

Stimulus may include selection of proper equipment to perform exercises for targeted muscle groups.

Stimulus may include identification of proper safety measures when using equipment in the weight room.

Stimulus may include images, graphics or video clips.

Stimulus may include explanation or examples of safety procedures.

### Response Attributes:

Responses may include lifting techniques.

Responses may include safety measures in weight training.

Responses may include images or graphics.

### Sample Item:

When Jessie finished her set of seated bicep curls, she placed her 15 pound dumbbells between her bench and the bench next to it. She walked over to the weight rack and selected one 20 pound dumbbell to do a set of one-arm rows. When she completed her set, she put the 20 pound weight back, wiped the bench off with disinfectant, and then went to the locker room.

What could Jessie have done differently to make her workout safer?

- A. dry the bench with a towel instead
- B. use lighter weights for her one-arm rows
- \* C. return the weights she used for her bicep curls to the rack
- D. take the pair of 20 pound dumbbells off the rack so one isn't left behind

**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Responsible Behaviors and Values

**Standard:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmark:** PE.912.R.5.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should limit behaviors and etiquette to those appropriate for weight training. Demonstrations may include selection of appropriate behaviors or the performing the required behaviors.

### Stimulus Attributes:

Stimulus may involve matching responsible behaviors with desired outcomes in relationship to weight training.

Stimulus may require identifying behaviors when using equipment in weight training.

Stimulus may require identifying etiquette in regards to weight training equipment or others.

Stimulus may include weight room rules.

Stimulus may include graphics or video clips.

### Response Attributes:

Responses may be safety procedures and etiquette in weight training situations.

### Sample Item:

Which situation demonstrates safe behavior in the weight room?

- \* A. Sally checks to make sure her equipment is secure before lifting.
- B. Justin attempts to independently lift more weight than his one-repetition maximum.
- C. Casey puts clamps on her barbells when she switches to lifting more than 100 pounds.
- D. Mark prepares for his workout by lining up all the weights he needs on the floor.

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**Course Name:** Weight Training 3

**Course Number:** 1501360

## Item Specifications

**Strand:** Responsible Behaviors and Values

**Standard:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.912.R.6.2 Analyze physical activities from which benefits can be derived.

**Depth of Knowledge:** Low Complexity, Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to physical activities common to weight training. Discussions and analysis may include a selection of appropriate ideas, or an exchange of written ideas.

### Stimulus Attributes:

Stimulus may require matching weight training activities with benefits such as strength, endurance, cardio-respiratory, muscular endurance, immune system, and stress management. Stimulus may include a comparison of benefits of various physical activities. Stimulus may include charts, graphs or diagrams.

### Response Attributes:

Responses will include benefits of specific weight training exercises. Responses may include written ideas or the selection of appropriate ideas. Responses may include comparisons of benefits of physical activities. Responses may include charts, graphs or diagrams.

### Sample Item:

Which of the following is **NOT** a benefit of abdominal exercises?

- \* A. weight gain
- B. better balance
- C. better posture
- D. decreased chance of hernia

Sample Item 2:

Stimulus: Kevin thinks that using only free weights provides the best workout. Paige thinks that a combination of free weights and machines is a better workout. Who do you agree with and why? Write a short essay discussing the benefits of using machines and the benefits of using free weights.

Rubric:

- 4 Points** Response provides a thorough explanation of the benefits of using free weights and the benefits of using machines. Response provides at least four accurate benefits (two for machines, two for free weights). Student selects who they agree with and provides a clear explanation why, with examples and details to support his/her opinion.
- 3 Points** Response provides an explanation of the benefits of using free weights and the benefits of using machines. Response provides at least three accurate benefits ( a combination of two and one benefit). Student selects who they agree with and provides a clear explanation why, with some examples and details to support his/her opinion.
- 2 Points** Response provides a partial explanation of the benefits of using free weights and the benefits of using machines. Response provides two accurate benefits (one for each, or two for one type). Student selects who they agree with and provides a partial explanation why, with limited details to support his/her opinion.
- 1 Point** Response provides little or no explanation of the benefits of using free weights and the benefits of using machines. Response provides one accurate benefit of using either free weights or weight machines. Response does not identify who the student agrees with and why.
- 0 Points** The response is off topic and/or the student did not make an attempt.

**Course Name:** Weight Training 3

**Course Number:** 1501360

## **Item Specifications**

**Strand:** Responsible Behaviors and Values

**Standard:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmark:** PE.912.R.6.3 Analyze the role of games, sports, and/or physical activities in other cultures.

**Depth of Knowledge** Low Complexity, Moderate Complexity

**Item types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to activities that are popularized in other cultures relating to weight training.

### **Stimulus Attributes:**

Stimulus may require identifying the origin weight training exercises or practices in other cultures.

Stimulus may include comparisons of weight training to activities in other cultures.

### **Response Attributes:**

Responses may include weight training exercises.

Responses may list cultures.

Responses may include comparing and categorizing the activities of other cultures with weight training activities.

### **Sample Item:**

Stimulus: Write an essay about the history of weight training in Greece. Include important dates, individuals and weight training feats.

Rubric:

- 4 Points** Essay shows thorough understanding of the history of weight training in Greece. Response includes details related to important dates, individuals, and weight training feats.
- 3 Points** Essay shows understanding of the history of weight training in Greece. Response includes some details related to important dates, individuals, and weight training feats.
- 2 Points** Essay shows partial understanding of the history of weight training in Greece. Response includes limited details related to important dates, individuals, and weight training feats.
- 1 Point** Essay shows little or no understanding of the history of weight training in Greece. Response may only include several short sentences.
- 0 Points** The response is off topic and/or the student did not make an attempt.